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EDITORIALS

Stealing Bases

John Mostil of the Chicago Americans stole forty-one bases in 1923. Stealing bases is almost as high science and keen art as making home runs, although it does not attract as much attention.

More men can make home runs than can steal bases. There are several men pitted against one man in stealing bases, while the pitcher is the only man pitted against a man trying to strike a home run.

Every famous manager of a team tries every way to get his men to steal bases, but with poor success. Men hesitate because it is so spectacular if he fails, while failure to strike a home run is scarcely noticed, and if a man steals a base there is no such glory in the estimate of the bleachers as when a man makes a home run, for he gets four bases at one time, while the other fellow gets only one base for all the risk he takes.

What is the educational lesson? There is all too little credit given the student who learns to do some unusual thing or do it in some unusual way in regular school work.

The player who steals a base must have great speed. Speed is an achievement in school work, but one has little if any appreciation for speed. We are beginning to give time limits in exercises, but there is no record kept of speeding. No student stands out as does John Mostil's forty-one stolen bases. There must be prizes given for speed in education.

Again, the man who steals bases must estimate chances, must be alert-minded as well as fleet of feet. He must estimate the speed and accuracy of the fielder's throw and of the base man's catch. It is largely the science of estimating the skill of two players in a second.

We have recently emphasized the high importance of training students to estimate. Anybody can measure if you give him time enough, but it is brilliant scholarship to estimate accurately and quickly in all school work.

All school work should have every student competing with two fellow students of about his own ability. Nothing is so stupefying as to have no winning count in glory except for the two at the head of the class.

"Individual work" has little to its credit if it merely lets each child do what he wants to do when he wants to do it as he wants to do it.

The virtue of individual work will only come when it lets every child speed to the

limit to win as against two with whom he has a chance to win.

A child should be so placed that he has to estimate the chance to keep out of the way of A and make B try to keep out of his way. Studying base stealing has several important pedagogical lessons, of which we have suggested a few.

We have an impression that a teacher might learn as much of high pedagogical value by studying the art and science, the skill and luck in stealing bases as in reading for the same length of time.

Know and Love Trees

Forest fires are one of the tragedies of America, and a close rival to forest fires is the ravages of insects. The loss from the latter is almost as great as from the former. The forest fires are mostly the result of carelessness by campers, often tourist campers, who should be the greatest lovers of trees.

We have our Fourth of July, our Columbus Day, Washington's Birthday, Lincoln's Birthday, Memorial Day, Armistice Day, Christmas and Mothers' Day, all full of sentiment rich and rare, and we have Education Week, Music Week, and Boy's Week, but we should have a "Know and Love Trees Season" from the leaf-budding to the leaf-falling time.

There is a sacredness to nature that should be closely parallel to human nature, and Dr. Carleton C. Curtis of Columbia University has written "A Guide to the Trees" (Greenberg, publisher, New York), which he has designed for Boy Scouts and campers, but which is as vital for student use as for recreationists. It is a noble approach to Religious Education, and is as vital educationally as a study of the least common multiple, the participial adjective, and nine-tenths of the history scheduled in the curricula. It is as fascinatingly scientific as it is understandable for the non-scientific reader.

Mrs. Dorsey's Leadership

Mrs. Susan M. Dorsey, superintendent of Los Angeles for many years, has demonstrated as remarkable leadership as has any man or woman in city superintendency, and she has not done it by trimming her sails to any freaky breezes.

When Mrs. Dorsey was elected to the superintendency of Los Angeles there was as little hope of a peaceful administrative voyage in that official position as there has ever been in any city. And the channel was not speedily cleared for her success. There were times when it looked as though an earthquake had created rocks and shoals in this channel, but the years have come and gone and the voters of Los Angeles have for the first time re-elected a Board of Education, every member re-elected, and every committee and sub-committee re-elected, so that the new Board of Education of Los Angeles succeeded the old Board as smoothly as the noon hour transfers the forenoon to the afternoon.

And to emphasize the fact that she has not been trimming her sails, she said to the Rotarians at the time of this famous city election that a man who will not fight for his country will not fight for his home, . . . that schools must make it a duty to preach a doctrine of patriotism, . . . that we must teach our boys and our girls, too, to fight for their country when the time comes . . . that it was outrageous for Eastern college boys to take an oath not to carry arms in defence of their country.

As we go to press New Jersey has been unable to find a State Commissioner of Education acceptable to Governor Silzer at a salary of $10,000. State Commissioner John Enright, who retires, has had $10,000 salary and $3,000 as secretary of the State Teachers Retirement and Annuity Fund. Ten thousand dollars doesn't loom as large in education as it once did.

John Temple Graves

The passing of John Temple Graves is another personal loss which we feel keenly. He was one of the men in whose acquaintance of many years I rejoiced. He was one of the platform associates I greatly prized, a public speaker whom I never heard too often or too long. He always had a message that rang true and he put it across in such a wholesome, brilliant way that it was relished. The proprietor of a thousand Chautauquas said recently that Graves and S. Parkes Cadman were the two platform men who seemed likely to be in demand as Russell Conwell has been. The charming personality that Graves had on the platform was as captivating there as in conversation. He wasn't seventy years old, which quite surprised me.

A Startling Statement

Secretary of Commerce Herbert Hoover described the District of Columbia as a "dismal swamp of independent agencies filled with floating islands only technically anchored to the President."

"On the executive side of the Government we have grown to have more than 200 different bureaus, boards and commissions, employing several hundred thousand people. For the most part, they have been thrown hodgepodge into ten different executive departments under Cabinet officers. But there are more than forty independent establishments either directly under the President or directly under Congress."

The Olivet Free College

Negotiations were carried on two years ago with the president and faculty of Olivet College relative to the adoption in some degree of the "Free College" program.

During the year the Board granted the request of the faculty for an equal share with the president in the shaping of the general policies of the college and for an effective voice in the control of appointments and of administration. This was made effective by joint committees of the board and faculty. The president was not in entire sympathy with this program, and resigned at the end of the last school year.

The Board promptly put the direction of the school into the hands of the executive committee of the faculty, a body of six people who have been for some time heads of the several departments. The faculty has been generously supported by the Board in the matter of the budget and is assured of ample time and freedom for showing what they can do in carrying on the college and further advancing its interests without a president.

For the several vacancies in the instructional staff promising candidates have been secured. The whole faculty's unity of purpose, enthusiasm and determination to show their ability to run the college with increased efficiency promise a successful year.

The faculty group realizes that no theories of academic democracy will avail but their demonstration of capacity to manage their own affairs.

The senior class promises to be the largest in the history of the school and the total enrollment is maintained while the standards for admission and for continuance in the college have been advanced. The student body is to be given a large measure of self-government, and of participation in the general affairs of the college. With the new policy of faculty administration they seem to be in the heartiest agreement.

Sir William Joyson Hicks, Home Secretary of Great Britain, says: "Better education, an increase of sobriety, and an advanced standard of living have resulted in a vast decrease in crime in England in the last fifty years."

Chancellor Elmer Ellsworth Brown of New York University and Dean John W. Withers, dean of the School of Education of the University, announce the University's purchase of the entire east side of Washington Square and will erect thereon a million-dollar "Education Building" for the School of Education.

Washington Square was the original site of the university ninety-two years ago. Six of the twelve schools and colleges comprising the university are still located there.

The proposed School of Education will provide, in addition to classrooms, a large auditorium, gymnasiums, shops, and laboratory. Elementary and secondary observation practice schools also will be housed in the new building. Emphasis will be placed on graduate research. This is the most important professional announcement in many months.

There is no pest in the animal or vegetable world, in nature or human nature, that cannot be eliminated when men are willing to combine and pay the price in time, talent and money.

A Splendid Appointment

We can think of no recent announcement in the educational world that has as important significance as does the appointment of Dr. Helen Thompson Woolley of the Merrill-Palmer School of Detroit, as director of the Institute of Child Welfare Research, Teachers College, Columbia University. This Institute of Child Welfare Research includes all phases of Child Welfare of the various departments of the college. Since the installation of the Institute of Child Welfare Research it has been guided and directed, inspired and ennobled by Dr. Otis W. Caldwell, director of the Lincoln School of the College and University. No other man in the college or in the country could have given such a mission so safe and sane, so extensive and intensive a message to the home and school as Dr. Caldwell, one of the most dynamic professional personalities in the country.

We speak thus superlatively because it was our marvelous good fortune recently to be present when as director of this institute Dr. Caldwell made the annual address upon the vision of Dean James E. Russell, the creator of the Institute of Child Welfare Research.

We have also already spoken superlatively of the appointment of Dr. Woolley to develop by close personal attention this exceptional functioning of a great college in a great university.

We never hesitate to be personal when, as in this instance, our appreciation of an exceptional personality dates from the years when one of our daughters enjoyed the inspiring scholastic leadership of Professor Helen Thompson Woolley at Mount Holyoke.

Dr. Woolley is professor of education, with a seat in the faculty of education. She brings to Teachers College ripe psychological scholarship, with matchless experience in various fields of Child Welfare achievements.

What Happened to the Child Labor Bill?

BY A. E. WINSHIP, Editor

No important measure ever went through Congress quite so smoothly as did the Child Labor Bill and none ever hit as many bumps when it got into the legislatures of the people. The distance between the speed of success and the speed of failure was almost infinite. What happened?

Congress thought it so popular with the people that few dared oppose it, while legislatures thought it so unpopular with the people that few dared favor it.

It was the best born Congressional bill we ever knew, but it was the most friendless legislative foundling in our experience.

There are so many reasons given for the "hold-up" on the political highway from Congressmen to Legislators that no Research Department would ever thread the cause through the boggy, murky fog which the bill encountered.

It is supreme nonsense to lay the blame to the opponents. It is we, the champions of the measure, who made mistakes enough to kill many such bills. It was not the highwaymen who held up the bill, but we, ourselves, who deliberately drove over the precipice.

It was sheer stupidity, just blamed idiocy for us to think, in our scheme of pretence, that the women were all for this bill; that labor was solid for it; that church people were all for it. We were good salesmen all right. We did fool the Congressmen when we represented petitions of Women's Clubs, Labor Unions and Religious Conventions. But legislators were nearer the source of supply of influence, and they knew that we were just bunco steerers, as we were.

We claimed to be the "Holier than thou" crowd. We said that all opponents of the Child Labor Law were influenced by vicious motives, while we were supremely saintly. The opponents were enemies of the public schools, anti-American, and every other mean thing, while all human virtue was ours.

The only legitimate campaign of this kind is for the education of the people, and the best way to educate all of the people is through the schools. Frances E. Willard and Mary H. Hunt in their Scientific Temperance Education made the Volstead Act inevitable, made the return of the saloon and the brothel impossible.

The Congressmen themelves knew that the rank and file of the people realized the enormity of the evil of the saloon. The idiocy was with the politicians who thought their patrons would vote to preserve the saloon.

Child labor is one of the giant evils of America. The truth is all with us, and we must educate the people, all of the people to realize it.

Whether or not eighteen years is the place to draw the line, everybody knew that the people were not prepared to draw the line there. They had not been educated to draw the line there, and you never draw a line in America that does not meet the common-sense view of the common people.

There are three things to which the education must be addressed. When the people are educated on these three points, a Child Labor Law will come and it will be enforced to the end of the limit.

First. Parents must be educated to see their sin when they let their children leave school and go to work.

Second. Employers must be educated to see the enormity of their sin when they employ children who should be in school.

Third. The public must realize that it is a crime for a church or a college to receive money which was the result of child labor, and incidentally that a stockholder in a child labor factory is just as guilty as the manager of the factory who hires child labor in order to pay stockholders a good dividend.

There are a few fundamental truths which must first of all be gotten into the hearts as well as the heads of all parents, all church people, all decent people.

The first of these truths is the fact that employing children of twelve years of age or under is not child labor. It is brutal juvenile tragedy, and it must be stopped at once, at all hazards, with no regard for the rascals who profit from it, be they parents, church beggars, or stockholders. They must be regarded as in the same class as the sideshow man who let a wild hyena get loose in a circus crowd recently.

There is no occasion to use adjectives; simply let everybody know that he is the villain who profits from the labor of little children, that she is the woman who gets dividends from the mill or factory or field or gardens where little children are at work who should be in school.

Whatever honest difference of opinion there may be regarding the evil of letting boys of seventeen work, there is no difference of opinion as to the pernicious evil of having children of twelve years or under kept out of school to work.

There were eminent clergymen of the noblest faiths who preached against denying a boy of eighteen the right to work, but there is no clergyman from lake to gulf who would stand beside an open Bible and defend factory or mill work instead of the school for a child of twelve.

The brutality of employing children of twelve simply needs pitiless publicity. Every concern that employs children in shop or factory or beet field should be written up mercilessly. In one year of pitiless publicity there would not be one plant in the United States that would employ a child of twelve years of age.

The Open Door in Education

By FRANK D. BOYNTON

Superintendent, Ithaca, N. Y.

It would be interesting to know how many parents, in these anxious weeks preceding the opening of our colleges, are asking, with a pathetic sense of helplessness: "Will my child be debarred from college?" A few short years ago, our colleges were asking for more students, and to this call the schools responded. If our colleges this fall follow the present academic fashion, thousands of high school graduates will be denied admission.

And the tragedy of it will be that, of these boys and girls to whom the door of opportunity will be closed, thousands will be as worthy, as well trained and as competent as the more fortunate thousands who will gain admission. For the method of selection employed, is, considering the fact that it is used by institutions whose function it is to train intelligence and make it effective, strangely unintelligent. Only in rare cases will anything except "scholarship," as indicated by the ability to meet traditional requirements through the accumulation of a certain number of arbitrarily determined "units," have anything to do with the matter. In face of even a fractional lack of "units," evidence of more imponderable, though certainly equally valuable qualifications—qualities of leadership, fine personal traits, character qualities of industry, honesty, purposefulness—will avail little.

Our colleges tell us that they are overcrowded; that too many are going to college; that they are overburdened with dead timber for whom the colleges can do nothing. Granting that some are attending college who cannot benefit by it, the remedy would seem to lie in devising some more intelligent method of selection; and it is encouraging to note that some of our colleges have set themselves earnestly to the difficult task of finding other more equitable methods of measuring the fitness of the candidate than that of mere scholarship along traditional lines, important as scholarship is admitted to be. In general, however, it is still true that our colleges are trying to meet the situation merely as a more ruthless application of the old requirements arbitrarily determined—vainly, it would seem, since, in spite of their rigid application, college faculties continue to complain as bitterly as ever of the inferior quality of the student material.

Beyond a doubt, some of our colleges are crowded; but by no means does it follow that too many are going to college. As a matter of fact and as a matter of justice, the number attending college will and should double and treble. And this increase in attendance must go on until no worthy applicant for admission will be denied his chance for the benefits accruing from higher education. As President Angell of Yale says: "The complaint that too many are being educated emanates in part from those who foresee a shortage in cheap labor. Where overcrowding is due to public appreciation of the character of the courses offered, to the grade of instruction given, and the human interest of the instructing staff, it is a cause for congratulation rather than complaint; and the remedy is to be found in increasing the resources of such institutions commensurate with the demands made upon them.

"Beyond a doubt, some of our colleges are crowded; but by no means does it follow that too many are going to college. As a matter of fact and as a matter of justice, the number attending college will and should double and treble. And this increase in attendance must go on until no worthy applicant for admission will be denied his chance for the benefits accruing from higher education."

But this assertion of overcrowding has become so almost universal among our colleges as to raise a question in the public mind as to whether it may not be a "fad" or a "frill" of college administration. The thousands of excluded candidates and their parents are beginning to ask whether it is true that practically all of our colleges have exhausted the possibilities of their equipment and instructing staffs; whether the large classes which are pointed to as proof of overcrowding prevail generally as a matter of necessity, or whether they occur only sporadically and as a matter of professorial convenience. So serious has the situation become, so many are the homes that have been saddened, so many are the deserving young people of ability who have had their plans changed by this "exclusion act" on

the part of our colleges, that studies have been undertaken with a view to determining the facts and setting, if possible, some sort of standard.

How many students should a college teacher represent? This is a question that has never been scientifically determined; and yet it is the crux of the whole matter. For the elementary schools it has been scientifically determined and the standard has carried over into the secondary school. Approximately thirty pupils for each teacher is the goal that has been set up, though practically never reached. Many a teacher in schools of these grades the country over represents forty or forty-five and in some sections fifty pupils. For the colleges, two published statements may be cited. President Snavely of Birmingham-Southern College in School and Society, June 13, 1925, sets the number at fifteen students for each member of the teaching staff. The American Council of Education in its published report for 1924, sets the number at twelve and one-half students per teacher, and sixteen hours of teaching per week as the standard.

President Snavely mentions certain colleges several of which have found it necessary to limit the number of their students. Taking President Snavely's standard of measurement and applying it to the college mentioned in his article, just 4,001 more students can be accommodated by them than they now have. Similar studies of some of the colleges in three states where I am to continue the discussion of this question which I began at Cincinnati last February, reveal the fact that twenty-seven colleges at an average of twelve and one-half students per teacher can take this fall 12,300.4 more students than they had last year without the addition of a single classroom or of an instructor, notwithstanding that some of these have announced limitation of numbers as a necessary policy. The study is not yet complete for all of the colleges of these three states, so it is impossible to say how many other thousands might be received before the saturation point is reached. It will be hard to convince the public that twelve and one-half or fifteen students per college teacher is an overload or that sixteen hours of teaching per week is overwork; and yet, we are not in sight of even these goals, low as they appear, while limitation goes on apace.

Of course, neither our colleges nor our schools should be overcrowded; neither should capable, worth-while, well-prepared high school graduates be denied the advantages of higher education. A knowledge of the facts, scientifically determined, is a pre-requisite for a just solution of this double-headed problem. A fair and impartial survey by representatives of the public interest will alone settle this controversy. Parents will not and should not indefinitely submit to a situation that is as unnecessary as it is unjust.

Our colleges are for public service, not self. In this country, education, like the war and navy departments, is for defence. No American educational institution of whatever grade or wherever located was founded or endowed or placed in the tax budget for the benefit of those whose names for a time appear upon the payroll. This fact has yet to be learned. How much longer shall we submit to a needless situation and from lack of authentic information continue to permit the future of thousands of American youth annually to be blighted by this slamming in their faces of the door of opportunity without giving them the courtesy of an impartial hearing? This is the question; and it is one of the very greatest in American education today.

Modern science has no kinship with atheism, however strongly it may stand against superstition of all sorts. Superstition is believing, or pretending to believe, what one knows is not true. The infinite expanse of the universe, its growth through immeasurable periods of time, the boundless range of its changes and the rational order that pervades it all seem to demand an infinite intelligence behind its manifestations. This intelligence can be no mere tribal god, nor one busy with schemes and plans man-fashion and thwarted by his own creations.

—David Starr Jordan.

College Will Help You Succeed

By DR. CHARLES W. ELIOT

President Emeritus of Harvard University

[Collier's National Weekly.]

At this season of the year millions of children are trying to decide whether to go to work as soon as the law permits and they can get a job, or to keep on going to school. A little later thousands of young people between sixteen and nineteen will be deciding whether to go to college or not.

Does American experience during the past seventy-five years shed any light on the problems of these multitudinous children and young people today, or would it if it were known to them?

In the first place, experience proves that the choice to go to work made by children of twelve to fourteen years determines, as a rule, the nature or quality of their whole lives, including their industrial, social and family conditions. A few individuals of exceptional ability and ambition escape the effects of this early decision, but their number is relatively very small. The choice to go to work instead of to school should not be made under the delusion that later it can be recalled or reversed. It is not likely to be.

In the second place, experience proves that the decision as to going to college reached by adolescents of sixteen to nineteen years is also, as a rule, a decision little likely to be recalled. Its results are produced almost inevitably on the individual who makes it, and probably on his descendants in long succession.

Again, in deciding questions about choice of calling or main occupation the rising generations do not pay as much attention as the earlier ones did to the wishes or opinions of parents and grandparents; and, on the whole, the parents and grandparents accept the situation without much struggling, partly, perhaps, because they feel that their own education was scanty or ill-directed. This situation is comparatively new, is surely grave, and tends to become graver still. The Puritans who created the Colony of Massachusetts Bay determined the course of life of every one of their numerous children. They sent to Harvard College chiefly the weak or sickly boys who were obviously unfit for hard labor on the farm, in the woods or on the sea. Gradually, as political liberty increased, liberty in the family increased also. About a hundred years ago there was a decided increase in religious liberty, which has modified the relations of parents to children. The modifications are, on the whole, improvements because they make less account of fear, respect and obedience, and more of tenderness and love. But old-fashioned people and people who have had no children think they see new dangers for society and civilization in the further development of recent tendencies. The rising generations should take account of these apprehensions. They should also observe that a better idea of God is now generally entertained than the Genesis stories and the Psalms supplied. He is no longer the Lord of Hosts, the unjust dispenser of earthly good or ill, or the remote awarder of heaven or hell after death. Modern men and women "live, move, and have their being in Him."

> "The high schools of today offer a much better training for actual life than they did twenty or even ten years ago. The training given today is broader and more interesting."
>
> "The rising generation may feel very sure that there is no royal road to learning—that is, no easy and luxurious road. Real knowledge of science, letters or the philosophy of life comes only through hard study and through hard work enjoyed."

The rising generations may feel sure that the high schools of today offer a much better training for actual life than they did twenty or even ten years ago. The training given today is broader and more interesting. It is directed to the individual child. It tries to follow up his interests and his desires, and to rouse his ambition and his hopes. It teaches the child how to see, hear and touch accurately. It imparts not only knowledge but skill. A child who goes through high school will be a better informed person all his life than if he had stopped with grammar school.

A well-conducted high school gives nowadays knowledge of the elements of many trades and occupations for both boys and girls, a knowledge which helps much toward a wise and early choice of occupation. This is not a technical training, which comes later, but it is a real help toward success and happiness in life.

The rising generations may feel very sure that there is no royal road to learning—that is, no

easy and luxurious road. Real knowledge of science, letters or the philosophy of life comes only through hard study and through hard work enjoyed. Youth should distrust any adviser who promises an easy road to knowledge or power.

The experience of all fairly well-conducted American colleges and universities proves beyond any question that their undergraduates who study with interest, and still more their graduates who pursue advanced studies, succeed in after life much better than persons who do not go to college both in degree and in proportion to their numbers, and this in every walk of life, in business of all sorts and in all the professions. Any "Who's Who," European or American, supplies ample proof of this statement, but so does common observation by the voters in any large town or city, or indeed in many rural communities.

The All-Year School Situation in Newark, New Jersey

The first all-year schools in our country were established in Newark over a decade ago by the then superintendent, Addison B. Poland. The schools were highly thought of by Superintendent Poland and by his successor, Superintendent Corson, until two years ago, when the latter made an unfavorable report of them at the superintendents' meeting in Chicago. He had previously praised the schools, but had decided upon a more careful examination that they were not doing as good work as the regular ten-months' schools. Consequently he advocated that they should be abandoned, and the Newark Board of Education passed a resolution terminating the schools on July 1, 1925. There was such widespread dissatisfaction with this decision that the mayor of Newark urged the Board to invite M. V. O'Shea of the University of Wisconsin and Dr. Wilson Farrand, headmaster of the Newark Academy, to examine the evidence bearing upon the work of the all-year schools in order to determine whether the resolution of the Board should be put into effect on July 1.

Professor O'Shea and Dr. Farrand spent some time in Newark in June examining the large amount of data submitted by the superintendent and his associates and also by the principals and teachers of the all-year schools. They also interviewed many persons connected with the educational system and members of the Board of Education and laymen who had made a study of the work of the schools. They submitted a detailed report to the Board covering all aspects of the all-year school controversy. They found in effect that the situation in Newark is extremely complicated on account of the great number of nationalities which have colonized in different sections of the city, and there is incessant drifting of population from one section of the city to another. They found that the racial, economic, social, and hygienic conditions affecting the pupils served by the all-year schools are hardly without exception, distinctly unfavorable when compared with the pupil population in the regular ten-months schools. They reported that no thorough-going survey had been made of the intelligence of children in various sections of the city, so that it was impossible to determine whether the all-year schools had been accomplishing all that could have been expected considering the educability of the pupils whom they served. The data submitted by the superintendent and his associates on the one side and the principals and teachers on the other side were not in complete agreement, and the interpretations of the tabular data were, for the most part, diametrically opposite in respect to every essential matter affecting the success of the all-year schools.

From their inspection of the work of these schools and of the conditions environing the pupils outside of school, together with the lack of proper playground facilities, Professor O'Shea and Dr. Farrand reported that the evidence was not at all conclusive that the all-year schools were not accomplishing all that could be expected of them. The substitution of summer schools for all-year schools would not, in the opinion of the investigators, meet the requirements of the population served by the all-year schools. As a result of their examination of all the evidence and their inspection of the schools and the racial, economic, social, and hygienic conditions in the neighborhoods served by the all-year schools, Professor O'Shea and Dr. Farrand recommended that the schools should be continued and that early next autumn there should be a thoroughgoing impersonal and unprejudiced survey covering all the questions in dispute and data should be secured, which are not now available but which are essential in order to determine whether the all-year schools are really accomplishing what it was anticipated that they would accomplish when they were established. Upon receiving the report of the investigators, the Board of Education refused to put into effect the resolution to abolish the schools on July 1; and it is proposed to comply with the recommendation that there should be a thoroughgoing unbiased survey made next fall.

Since there is a widespread movement to

establish all-year schools, the report of the investigators of the situation in Newark will be read with interest by educational people everywhere, and the conclusions which may be derived from the survey this fall will undoubtedly have an effect either in hastening or in retarding the all-year school movement throughout the country.

Personal and Professional

ALBERT S. RITCHIE, who was the manager of "T. C. U." for Mr. Folsom of Lincoln for some years and was one of the best known men in Nebraska, is now a highly successful attorney in Omaha. He is loyal as ever to every interest of teachers.

JOHN ELMER McCOLLINS, formerly head of the music department of the American Book Company, is now director of the recently established Bureau of Educational Service of New York University, a service for which he is especially adapted. He will also be associated with Hollis Dann in the development of the department of music in the School of Education, of which John W. Withers is the dean. It would not be easy to think of a more efficient trio of promoters than Withers, Dann and McCollins.

FLORENCE BARNARD, teacher in the high school, Brookline, Massachusetts, is one of the sanest enthusiasts of the country in the promotion of thrift in school and home. We know of no one who has done so much so well, who is quite so devoted to the cause, or who has used time and talent as effectively as has Miss Barnard. A recent article of hers in the Boston Teachers' News Letter is full of keen thinking and clear statement. In that article Miss Barnard says:—

"When it comes to a question of values in deciding what is and what is not essential in a curriculum, we have to face the facts of life fairly and squarely. Next to health, which is the basic need, is there anything in life more important than knowing how to use economically the two great human assets—time and money?"

"DR." JOSEPHINE CORLISS PRESTON, if you please, through the courtesy and appreciation of Carleton College, Northfield, Minnesota, at the Commencement this year. Her noble achievement as long-time state superintendent of Washington is thus recognized by the college in which she studied.

DR. ANNA GORDON of Evanston, Illinois, was re-elected president of the International Woman's Christian Union at the International Convention in Edinburgh.

DR. MAURICE A. BIGELOW of Teachers College, Columbia University, is demonstrating supreme scientific common sense, if there can be common sense in science, in making Practical Arts of Biology. His booklet on "Adolescence" is certainly a scientific gem.

SECRETARY OF LABOR JAMES J. DAVIS, who is director general of the Loyal Order of Moose, has selected sites for fifteen buildings to be erected at the Fox River Valley "city of childhood." These structures will cost approximately $400,000. In addition there are plans for twenty-five other buildings to be erected within the next five years. Among the fifteen structures will be the Erie (Pa.), Pittsburgh, McKinley, Maryland, California, Minnesota, New York, and Canada cottages and the Illinois gymnasium. Senator William McKinley of Illinois has donated $3,000 for the McKinley building.

C. L. WRIGHT, elected superintendent of Huntington, Pa., is to have a salary of $8,000 the first year, $9,000 the next year, and $10,000 for his third and fourth years, for which he has been elected.

DEAN FREDERICK E. BOLTON of the School of Education at the University of Washington recently celebrated his twenty-fifth year as a university teacher. On August 25 about seventy-five teachers and students, representing friends in all parts of the United States and Canada, met at his home. After an informal reception, the chairman, A. S. Jensen, called upon friends of Dean Bolton from Wisconsin, from the University of Iowa, where he was affiliated twelve years, and from the University of Washington, where he has been teaching for the last thirteen years.

It was a real testimony meeting; the appreciations were warm-hearted and sincere; and the wide and beneficent range of Dean Bolton's influence was revealed. At the close a mahogany desk and chair were presented to the dean and a basket of flowers to Mrs. Bolton. The dean responded in a forward-looking speech in which he named some of the great tasks before education, some goals that he hoped to see reached, and some attempts he hoped to share. The keynote of his speech was the best possible for the children of the United States. Dean Bolton looks forward to seeing all children, at state expense if necessary, under educative influences until the age of twenty-one.

WILLIAM GEORGE BRUCE, president of the Milwaukee Harbor Commission, is the candidate of the Democratic party of Wisconsin as United States Senator to fill the vacancy caused by the death of Senator Robert M. La Follette. The Journal of Education never has any preference in political matters, but its editor-in-chief most ardently wishes that the various scraps in the Republican party might enable Mr. Bruce to be a United States Senator, for he is a man of large capacity for public service, is fearless in the championship of principle, and wise in estimating civic values.

Denver's Opportunity School

By M. H. DUNCAN

The school is situated in the heart of the city of Denver, near the business district, and is in every way equipped to render service to the boys and girls and the men and women who attend it. It was established about nine years ago in a very humble manner, with many difficulties in its way that seemed insurmountable; but Miss Emily Griffith had a vision of the needs of the boys and girls and the men and women of Denver that would not let her give up. She has succeeded in the face of all difficulties, and now the school has an enrollment of thirty-seven hundred students, employs a teaching staff of eighty-seven teachers, and has perhaps gone further than any other school in the country in meeting the actual educational needs of its students.

The school seeks to offer educational opportunities to the men and women who let their younger days pass without improving their school advantages, if they had any, and to the boys and girls who do not, for various reasons, fit into the regular school program. There are no requirements for admission to this school and its doors are open to any one of any age who wants to improve himself. The entrance door is so swung that it is easy for the student to get in but hard to get out. There is no age limit, and you see boys and girls and older men and women working side by side, each one engaged in his own task, and each one intent on the thing that he believes will better equip him to meet the problems of life. The principal's desk is in the hallway near the main entrance so as to be easily accessible. Miss Griffith, the principal, wants to be the first one to welcome those who come to the school for help, and she does not want one who comes for aid to go away without it. When the prospective student comes to the school, he finds a hearty welcome. He is made to feel that he is wanted there and that he has found a real opportunity. He is not faced at the door by a stern schoolmaster, who plies him with a long list of questions about the various things he has studied, and the record that he has made elsewhere in school. No one asks him how much algebra he has had, how many of the English classics he has read, or how much Latin syntax he has digested. The school is interested in just one thing about the prospective student and that is: Does he need and want help? It can not help those who do not need help, and it has nothing for those who do not want it, but its program, if it can be said to have a program, is arranged to help anyone who wants and needs help. From the newsboy who sees the need of a better knowledge of arithmetic to aid him in his work to the laborer in the street who wants to better his condition by learning to be a bricklayer, all find there the studies and activities that will help them to be more successful in the great battle of life. They find there those things that will aid them to attain their ambitions and even to fan into flame ambitions that have long lain dormant. The boy or the girl, the man or the woman, who enters that school gains a new vision of life, sees things in a different way, and begins to live as he or she has never lived before. The student not only gains a new vision, but he finds there the things that will help him to attain that vision.

In this school the teachers are different. They are teachers of human beings rather than of books, which causes them to be interested in the lives of their pupils in a way the average teacher is not. They have no prescribed program. They have not gone apart to themselves and worked out beforehand an educational scheme that they believe all the pupils should follow, but they think of the subjects and activities of the school in terms of the student and seek to give each one the kind of work that will best meet his individual needs. They know that no two of the pupils who come to them have the same needs and that to seek to require all of them to follow the same courses of study would be disastrous to all alike. The reason why the average teacher succeeds no better is because he is in the schoolroom for other reasons than his interest in the lives of his pupils. He is not willing to lose his life as an individual that he may gain it as a teacher. He is not willing to lose his own life that he may find the life of his pupil. Arnold Tompkins one time said: "The theorist or the philosopher may make his mark as such, but the man or woman known, honored, esteemed, and loved as a teacher must become such through an intense sympathy with the unfolding life of others—a sympathy that knows no peace except in the self-forgetful labor of nurturing the lives of those struggling for better things," and it is so. The teachers of this school have caught the spirit of the principal and are lost in their work.

Their one common aim is to help the pupil to better things. They deal with the greatest tenderness with each boy or girl, each man or woman, who comes to them and are extremely careful to see that each one has just those things that will best meet his individual needs. They know that they must know the pupils they teach; that they must know the kind of a home they live in, who their companions are and the kind of a father and mother they have. When other teachers are interested primarily in the course of study, the textbooks, the rules and regulations and such things, these teachers have brushed these things aside and are not interested in them at all except as they help the student. As a result of this interest the students soon learn

that the teachers care for them and they begin to care for themselves, and when one begins to care for himself he is on the borderline of better things. He begins to open up his better self and not only to let the teacher see what is within, but to permit him to put there those things that will make him larger and better and give him a real sense of the value of the things around him.

In every community there are many boys and girls who do not fit into the regular school program. Such a program is made for the average child, and as there is no average child, the program really fits no one. The larger per cent. of the pupils may be pushed out of shape sufficiently to fit into it, but there are many who are so far from fitting it that they resent such twisting and leave school, choosing rather to face the world without training than to have their natural aptitudes destroyed by an improperly adapted educational program. Miss Griffith says that she constantly receives letters from all over the country from boys and girls asking if they may come to Denver and enter the Opportunity School. In many cases these boys and girls are just as bright as the boys and girls attending the regular schools. They are always just as deserving and in many instances possess just as great possibilities as those who remain in school, and it is certainly not just to them to throw them out because they are not able to fit into an artificial standard. In fact the very fact that they refuse to be twisted out of shape in order to fit into a standard program is evidence that they have in them the material out of which real Americans are made. They prove by this very fact that they possess the individuality and initiative that our schools claim to be seeking to cultivate, and we belie our statement of aims if we refuse to do the most we can for them. Instead of casting such material aside as worthless, American education should rejoice that it has it and should make every opportunity to develop it. If it does not do so, it proves itself, to that extent, an inadequate sponsor to American ideals. In all the history of this country we have honored initiative and independence. We have honored at all times the man who thinks for himself and refuses to fall in line with all the ideals of the masses, and we certainly should not cast overboard the material out of which such men and women are made.

Miss Griffith tells of one boy who came to her school who had been out of high school for four weeks on account of sickness and who was not allowed to join his regular classes because the teacher did not believe he could make up the work that had been covered during his absence. In our regular schools, so mechanical is our machinery that a boy four weeks behind is not allowed to enter, and Miss Griffith very pertinently asked if we do

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so much in four weeks that it is impossible to make it up. Every one of us knows the boy could have entered his classes and have made up the work, and in most cases, if he had never made it up he would have suffered but little loss, so far as the things of real value to be gained from school work are concerned. He might never have been one fraction weaker mentally or morally than he would have been if he had remained in school the full time. In fact who knows but that those days of sickness gave him some mental and moral power, some knowledge of real values, that the school could not have given him? Most of us know that our pupils do not learn so much in four weeks that it can not be made up, and Miss Griffith showed real educational insight and also good common sense when she took this boy in and gave him in her school what he wanted. What she did for this boy made the difference for him between success and failure, and no doubt thousands of boys and girls leave our schools every year unequipped to meet the issues of life because we school people think more of the machinery of the school and of the standards we are seeking to maintain than we do of the boys and girls.

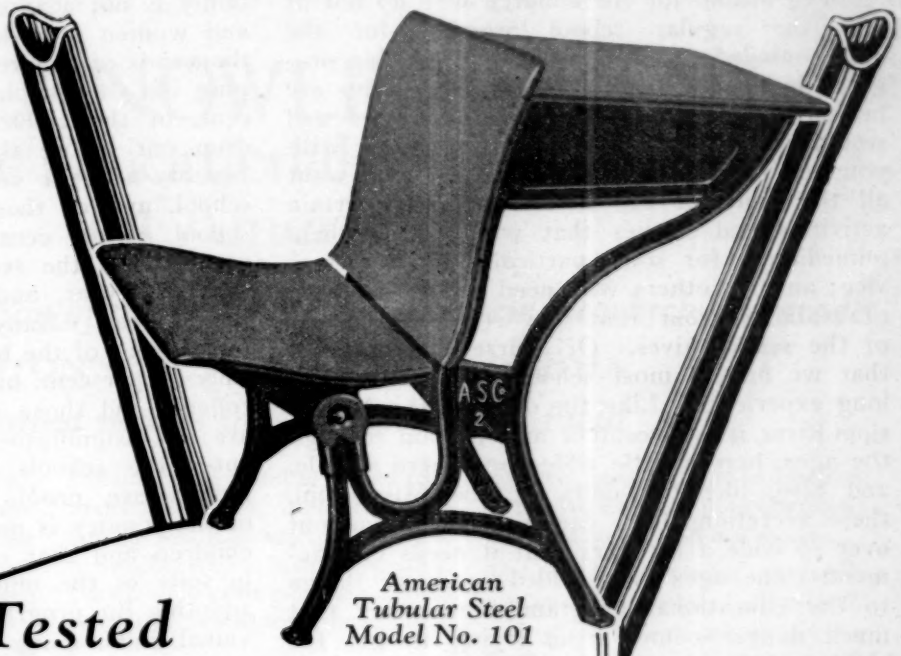
Miss Griffith has an intuition that causes her to see the real problem in education—that of meeting the needs of the individual pupil, and when grades, reports, measurements, programs, degrees, semesters, and so forth—the things that so much concern the educational world today—get in the way of the child, she brushes them aside. With most of us, the main thing seems to have been forgotten. School machinery has so blinded our eyes to the real needs of the boys and girls that our schools have become dead mechanical things that too often sap the lives out of our students. We should rejoice that some of them have too much independence, too much of the material out of which real Americans are made, to stand for it.

In an up-to-date school of today when the pupil presents himself for admission, he is at once required to submit to a mental test and is given a groove in which to live. The circumference of his life is circumscribed, and he is told that he can go only so far. His ambitions, if he happens to have any, are slapped in the face and the world, except a very small part of it, is closed to him. One cannot help but ask if this is the education that we are honoring as a solution to all our problems? Is this the education that we are expecting to prepare for citizenship in this Land of the Free and Home of the Brave? We should like to ask how any mental tester can look into the mind of the child and tell what is there? All these experts admit that their testing is very imperfect even in the realm of purely mental qualities, and we all know that there are many other things that go to make up the character of men and women besides the purely intellectual element. Determination, persistence, perseverance have been a greater influence in the lives of men and women leading to their success than have all the purely mental qualities. Many men in this country, for instance, have more gray matter in their brains than has Thomas A. Edison, but they have not succeeded as well as he has because they have lacked the staying qualities. No expert claims to be able to test those qualities that really count, and why circumscribe the life of the child when he comes to school by giving him a mental test? We say that he will not know how he stands, that the test is only for the guidance of the teacher. But we reply that the teacher should not know, or even think that he knows, that the child has limited abilities, for if he even thinks that he knows this, he cannot work as hopefully for the child as he otherwise could do, and we all know that hope is one of the largest elements in the success of the teacher. The successful teacher must feel that the possibilities of his children are limitless, for only such a teacher can attain the fullest success in his work.

Then the child is sure to find out where he stands in the estimation of the teacher. If mental testing is to result in anything the children tested must be classified according to their several abilities, as inferior, average, or superior, and, of course, he will know what class he is in. The superior child will very soon find out what class he is in, and we all know that it is human nature to advertise our advantages. And when the child finds out that he is in an inferior group, he will lose hope, a shadow will be cast over his life, and he will never attain what he would have attained had he felt that his abilities were not circumscribed.

Of course, every teacher sizes up his pupils very soon after the opening of school and passes on the supposed amount of gray matter they have and the other things that count in the success of their work in the school. However, in such an estimate the sensible teacher leaves room for revision of his judgment, and we all know that in very many cases there is much ground for revision. Those of us who are able to profit by experience have learned to be extremely cautious in passing judgment on this or that pupil. We have learned to give the widest possible latitude to the possibilities of each child. William James said that the best of us live up to but a very small part of our possibilities, and, this being true, it is not so much the possibilities of the child that we should be interested in as in his will power or determination to do his best. In the battle of life, determination counts for far more than mere intellectuality. It is the staying quality that brings success to men and women in every walk of life.

The writer is of the opinion that in every



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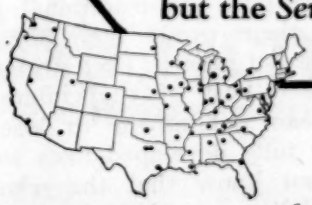

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school system there should be an opportunity room or school for the children who do not fit into the regular school program—for the motor-minded children where the regular program is mainly academic; for those who are behind their grades for various reasons and would be embarrassed to enter classes with younger pupils; for those who do not want all the work of the school but only certain activities and studies that will prepare them immediately for some particular kind of service; and for others who need a different kind of training from that the regular program of the school gives. Of course, the program that we find in most schools is a product of long experience. Like the delta of the Mississippi River, it is a result of an accretion through the ages, here a little added and there a little, and also, like the delta of the Mississippi, these accretions have caused it to spread out over so wide a territory that it needs confinement. The ages have added so many things to the educational program of the day that much danger comes from trying to get the children to cover all of it, and we need to build a levee on each side of it so as to make its channel deep and not so wide. If public education finds out that it can enter the sphere of special training (and it seems today that it is going to undertake that task) it should provide for every child. It is under as much obligation to one as another and it has no right to honor the book-minded child above the child without such abilities. It must revise its program so as to give each child the special training that will best equip him for the particular sphere in life that he will be able to fill to best advantage. However, if education sees that it must confine its program to those phases of training common to all, then let it do that and not honor one above another. Let it confine its work to the fundamentals—reading, writing, computation, and the creating of those ideals and attitudes that all must have to be wholesome members of an organized society. The school should decide to which sphere it is going to confine its labor and stop halting between two opinions, as it has been doing in the past. It should cease being led by mere traditionalism and adapt its program to the needs of the men and women of today. We school people must cease to think of the school program as a sacred thing by which we are to mould the people into certain shapes, and begin to think of it as an instrument to meet the needs of the men and women of today. We must not put the program above the child but the child above the program, and eliminate everything from it, it matters not how sacred may be its traditions, that does not serve the child better than any other thing that might be substituted for it. It matters not how sacred we may feel the traditional school program to be, it certainly is not adapted to the needs of the men and women of today, as is evidenced by the thousands of children who are constantly dropping out of school. It is said that sixty per cent. of the children who enter the schools drop out before they finish the sixth grade. Seventy-five per cent. do not enter the high school, and of those who do enter the high school, 41 per cent. are in the first year, 27 per cent. in the second year, 19 per cent. in the third year, and only 13 per cent. in the fourth year. Many of those who reach the fourth year of the high school do not graduate. Only 10 per cent. of those who graduate go to college, and those who graduate from college are an insignificant percentage of those who enter the schools in the beginning. These figures are proof that the school program of the country is not meeting the needs of the children and that our school people are still, in spite of the much talk of recent years of adapting the program to the needs of the individual child, going on in about the same old way. We still go on with about the same studies and activities, the same organization and the same methods of teaching. We have, of course, made some advance, but it is extremely hard to break with the traditional way of doing things, and we still hold to the class form of organization and the lock-step methods that we inherited from our fathers. It is about as Superintendent McAndrew facetiously remarked recently: "In spite of all that we hear at our educational meetings we go home from them and continue to do things about as we have been doing them." The conservative certainly has little ground for alarm, for there is not much possibility of our soon breaking with the traditional way of running the schools. However, it is to be hoped that even the next decade will do much to shatter traditional methods in the schools and the traditional plan of organization. The faults of our educational system are so glaring that we have thought they give us ground for hope for a speedy reform. No thinking man can fail to be convinced of the inadequacy of the present program of the schools, and we should begin at once at least to make provision for the children who are farthest from fitting into the traditional program and thus help them to do their share as members of our social order. They are some of the brightest and best of the children among us, and we can not afford to lose the contribution their fully developed lives would give us. We do not know that the schools of the future will follow exactly the lines of the Opportunity School of Denver, but we believe this school is on the right track and that it has done much to point the way to better things in education.

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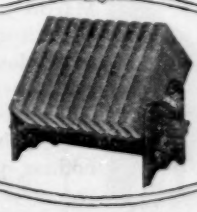

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

WAYS TO BETTER ENGLISH. Enlarged Course. By Thomas H. Briggs, Teachers College, New York, and Isobel McKinney, Eastern Illinois State Teachers College, Charleston. Cloth. Illustrated. 415 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Dr. Thomas H. Briggs is easily in the lead in combining broad vision with a straight course to results. We have watched his writing and speaking with consuming interest for it is unusual to find a man with a broad vision who can at the same time take and maintain a direct course, and Briggs does this always.

"Ways to Better English" is in the very expression a "broad vision." It recognizes that there are many "Ways to Better English," but he keeps to the main highway all the time. He makes no "detours" for the pleasure of picking wild flowers.

Has any one else made a book of more than 400 pages on securing better English and had only seven chapters? It is like airplaning from New York to San Francisco, first to Buffalo, then to Detroit, then to Chicago, then to Omaha, then to Cheyenne, then to Ogden, then to Reno. But these seven are adequate: "Being Sincere," "Mastering the Elements of Good Form," "Striving to be Accurate and Clear," "Learning to Interest Others," "Making One Part at a Time," "Increasing Resources," "Achieving Wholeness."

BASIC ACCOUNTING. By George E. Bennett, Syracuse University. Cloth. 777 pages. New York, Chicago, Boston, San Francisco: Gregg Publishing Company.

The Gregg Publishing Company is always going to the bottom of things, but we have never known even them to do anything quite so unusual as to devote nearly 800 pages to accounting, but they literally deal in basic principles. They go to the foundation or fountains as you please to regard accounting as something built up or filling up. Whoever masters this great book will master every detail to the end of the limit.

The author deals with every kind of business transaction, by individuals, partnerships, corporations, every kind of industry, commerce, public office, etc.

While it is voluminous and exhaustive it is always clear as crystal, always interesting. There is nothing to wade through, nothing to skip, nothing to go to sleep over. There is a reason, a fundamental reason for everything done in business, and Professor Bennett gives the reason for the reason, and he does it so graciously that one never thinks he is being bored, he is simply practicing something that he likes to be perfect in, with the same zest as a boy bats the ball for practice whenever he can get any one to pitch ball for him. It is a remarkable book viewed from any standpoint.

SELF-HELP METHODS OF TEACHING ENGLISH. A Guide and Ally for Teachers of Elementary English. By Julia H. Wohlfarth. Cloth. 295 pages. Yonkers-on-Hudson: World Book Company.

A characteristic of the times is the almost universal tendency to place the emphasis upon the student's learning rather than upon the teacher's teaching. "Self-Help Methods of *Learning* English" would have been a more appropriate title for this book, for the "Sellf-Help" is for the child's use rather than the teacher's use.

One of the most tactful sentences we have seen in many a day is this: "The book contains no lessons in *psychology*, and no knowledge of psychology is necessary for its successful use." We have no idea that Miss Wohlfarth intended any under-the-belt bit of psychology, but she did realize the necessity of dodging the present-day attitude toward psychology. It is not likely to last, but just now it is unfortunate to assume that psychology is helping any one to do anything. At the Cincinnati meeting in February we sat on an important committee for more than two hours discussing a vital educational problem before any one said "psychology," and as soon as the word was used the committee adjourned.

The psychologists have only themselves to thank for the present "strained relations." Some of them tried to hitch everything on to psychology, and a few absurdities were enough to bring the whole noble science into the joke area. These few thoughtless enthusiasts tried to make every subject, every time, everywhere, detour off the highway into their field of research, trying to make a main highway out of their detour.

Miss Wohlfarth's "Self-Help Methods of Teaching English" is so direct in its aim and purpose, so sensible in its application of concrete problems that any artificial diversion would be mischievous, extremely so.

English must always be self-learned; must always be learned by skilful practice.

It would be as sensible to expect a man to learn how to hit a home run by having him start in to learn the geometric angle necessary to have a ball clear the fence or shed or billboard at every point over which the ball might be sent. Any attention which he would give to the research would make the striking of a home run impossible.

We have never seen an author go more directly, more successfully to the achievement of a purpose than does Miss Wohlfarth. She begins with the first successful effort to have some child talk freely about something that he can talk about intelligently, something of such general interest that other children are sure to join in with questions or personal interest, and on and on the self-help work proceeds until students measure their achievement in self-helpful ways that are every way reliable estimates of their accomplishments.

PRINCIPLES OF SECONDARY EDUCATION. A textbook for students of education, based upon writings of representative educators. By Willis L. Uhl, Ph.D., University of Wisconsin. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Dr. Uhl's "Principles of Secondary Education" is an elaborate educational encyclopedia, the like of which has not been produced by any one else. It draws exhaustively from authors of half a century, mostly of the present and recent past. There is nothing from Horace Mann, Henry Barnard, or from any of the great leaders of their day.

George S. Boutwell, J. P. Wickersham and George H. Martin are about as far as he dips into the past, though Martin Luther is quoted from way back. H. G. Wells has a brilliant paragraph, and Charles W. Eliot has words of wisdom, but most of the one hundred educators quoted are in action today, and practically all of them are men.

It is a bit surprising that Francis W. Parker, Stanley Hall, John Dewey and David Starr Jordan have written nothing quotable in such a book, for they have been among the great leaders in all phases of education.

It is not surprising that the high man in the one hundred is Charles H. Judd, and the most thrilling of all the

selections is the one on "The American Experiment of Free Higher Education," the one real classic warning in the seven hundred pages.

This much worthwhile book is in six parts—The American Plan for Secondary Education, The Secondary School Teacher, Secondary School Pupils, Secondary Education in Foreign Countries, The Reorganization Movement in Secondary Education, and Curriculum Problems.

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No one else rendered quite the same service to the South that he rendered. No other Southern man had the honor and privilege of being the brilliant editor of the Atlantic Monthly, a highly appreciated Bostonian, and neighbor of the elite of Cambridge, and no other Southern man had the same prominence in New York City,—one time on the staff of the New York World, at another time on the staff of the New York Evening Post, long time editor of The Forum, one time editor of Everybody's Magazine and finally the creator of the World's Work and partner in all of the functionings of Doubleday, Page and Company.

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TREND OF THE TIMES

Shenandoah Disaster; Hawaiian Flight Failure

Aviation under naval auspices suffered a twofold setback last week. While navy flyers were vainly striving to span the Pacific Ocean from California to the Hawaiian Islands by hydroplane, the great dirigible Shenandoah, built and owned by the United States Navy, broke into three parts during a storm in southeastern Ohio, September 3, and came to earth with a lost of fourteen lives. The deaths were of those in the control cabin, which broke loose and crashed to the ground. Commander Zachary Lansdowne was among those killed. Twenty-nine other persons descended to the ground on the two sections of the cigar-shaped balloon and escaped death.

President Coolidge indicated the day after the accident that he believed the navy should have another dirigible to replace the Shenandoah. The precise cause of the wreck remains to be determined. A German expert declared the airship did not have enough safety valves to allow for expansion of gas from sudden heating.

Of the two planes that attempted the flight to Hawaii, August 31, the PN-9 No. 3 was forced to descend when only 400 miles out, while the PN-9 No. 1 approached within 200 miles of the islands before it disappeared. Destroyers and other ships combed the seas day after day without avail. Secretary Wilbur, following the Shenandoah disaster, said there had been trouble enough and accordingly canceled the intended flight of a third hydroplane, PB-1, over the 2,100 miles of Pacific Ocean from San Pablo Bay to the Hawaiian archipelago.

Income Tax Figures Opened to Public

Federal income tax records were thrown open to the public September 1, and some of the newspapers printed the tax returns of citizens of reputed wealth. The figures were less illuminating than they would be if some of the richest citizens did not manage to escape most of the tax by investing in exempt securities.

New York City alone pays a half billion dollars, or one third of the nation's income tax.

The highest tax paid by any individual in the country was that of John D. Rockefeller, Jr., whose return showed $6,277,000. The largest corporation tax was paid by the Ford Motor Company of Detroit; namely $16,493,000. Henry Ford and his son Edsel together paid $4,766,000 on their personal incomes, making the entire Ford contribution over $20,000,000.

Douglas Fairbanks paid the highest tax of any motion picture artist. His total was $182,190. His wife, Mary Pickford, paid $34,387. Gloria Swanson helped the government to the amount of $57,075. Charlie Chaplin got off with $345.

This is the second year the figures have been opened to the public under a provision of the 1924 tax law. Many voices, including that of President Coolidge, have been lifted in denunciation of the publicity provision.

Complete Tie-up of Hard Coal Production

The first week of the coal strike which began September 1 was marked by orderly conditions throughout the anthracite regions. The tie-up of hard coal production was virtually complete, only the necessary maintenance work about the mines being under way. Idleness for six weeks to four months is predicted. Business in the anthracite district (Pennsylvania) is reported to have fallen far below normal. John L. Lewis, head of the mine workers, blames the strike to the operators. He charges that they exploit the public and the miners. The strikers were in happy mood at the start, and many celebrated by taking automobile rides as if the affair were to be a joyous holiday.

Meanwhile no important steps toward settlement were announced. Operators in the soft coal regions prepared to send several million additional tons of their product into the eastern seaboard states where anthracite is still the chief reliance for domestic heating.

Funding of Foreign Debts to be Speeded Up

Completion of all funding negotiations with America's war-time debtors and action on the agreements by the forthcoming session of Congress are the new plans of the American debt commission. Great Britain, Finland, Belgium, Poland, Hungary and Lithuania have funded their debts. France, Italy, Czecho-Slovakia, Rumania, Jugo-Slavia, Greece, Esthonia, Latvia and Liberia are the countries towards which the commission is directing its new drive for action. All nations have been informed that America is ready to take cognizance of their economic conditions, but at the same time strongly believes the time has arrived for them to enter into settlements of a permanent character

Remarkable Feat by Lone Swimmer

Otto Kemmerich recently accomplished one of the most remarkable feats of swimming ever recorded by covering thirty-seven miles in the Baltic Sea, from Fehmarn to Warnemuende, in twenty-two hours. He was not accompanied even by a boat, to say nothing of jazz bands or pacemakers such as aid the English Channel swimmers. He had a compass and a wrist watch and dragged by a cord a float containing a thermos bottle filled with hot bouillon.

River to Be Moved in Chicago

As a means of relieving traffic congestion, Chicago is to straighten the Chicago river by cutting a new channel nearly a mile long through one of the most congested business sections of that city, without disturbing a heavy river traffic. The project involves the moving of two bridges, the construction of five others and an excavation of one million cubic yards at a mechanical cost of more than $3,000,000. The plans include the rebuilding of all freight and passenger terminals of the fourteen railroads running into the Dearborn, LaSalle and Grand Central station.

Automatic Wire, 'Frisco to England

The Western Union is now transmitting messages direct from San Francisco, Cal., to London, England, by the multiplex system, according to J. J. McCloskey, superintendent of the Omaha, Neb., office. The multiplex unit consists of a transmitting piece, built like a typewriter, and a receiving apparatus, also similar to the typewriter, which automatically takes the message on a sheet of paper as the operator 5,500 miles away strikes the keys.

Airplanes to Carry Dairy Products

An airplane milk route direct from the Island of Jersey dairy farms to London's central markets has been announced. The planes will carry fresh vegetables also. A service will be

established between Channel Island truck farms and the Covent Garden retail markets whereby green stuffs, milk, butter and eggs may be on sale two hours after shipment.

Fishes Carry Their Own Lights

Mr. Beebe's deep sea explorations reveal certain fishes that carry and control colonies of light-giving bacteria within their own bodies. These they can cover up at will, with a contrivance like an eyelid or curtain, making signals from fish to fish possible, also the concealment of light while in flight from enemies. The male carries one light, the female two.

Chicago Bakeries Using Large Ovens

One of Chicago's bakeries has installed a ninety-foot traveling oven at a cost of $65,000, which will consume about 12,000,000 cubic feet of gas every year. This makes a total of nine such ovens that are in use in Chicago bakeries. These nine ovens represent a total investment of about $600,000 and will consume more than 100,000,000 cubic feet of gas each year. Together they turn out 54,000 loaves of bread every hour of the day throughout the year.

New Method of Gold Analysis

Dr. T. F. Buehrer, assistant professor of chemistry at the University of Arizona, has discovered a new process of analyzing gold solutions. By means of the process it will be possible to measure the amount of energy needed to extract gold from a given solution of gold ores; also to analyze solutions containing a minute amount of gold.

Historical and Structural Statistics of the Panama Canal

Work begun by the French January 20, 1882. Rights and property purchased by the United States June 28, 1902.

First ocean steamer passed through August 3, 1914.

Length of canal, deep water to deep water, 41.84 nautical miles.

Distance by air between original shores, 34 statute miles.

Width of channel in sea-level sections, 500 feet; in Gatun Lake, 500 to 1,000 feet; at bottom of Culebra Cut, 300 feet; of lock chambers, 110 feet.

Length of locks, over all: Gatun, 6,330 feet; Miraflores, 5,405; Pedro Miguel, 4,376. Usable length of lock chambers, 1,000 feet.

Depth of channel: Atlantic section, 41 feet at mean tide; Pacific section, 45 feet; in lake and cut sections, 45 to 50 feet.

French excavation useful to present canal, 29,908,000 cubic yards.

Total excavation by Americans, 285,670,727 cubic yards.

Area of Gatun Lake at elevation of 85 feet, 164 square miles. Area of watershed, 1,320 square miles.

Cost of Canal to July 1, 1921, approximately $368,543,000. Value acquired from French, $42,799,826. Value of excavation by French, $25,389,240.

Combined capacity of coaling plants, 700,000 tons.

Combined capacity of oil tanks, 1,400,000 barrels.

Dimensions of Balboa dry dock: 1,000 feet long, 110 feet wide, 35 feet over keel blocks at mean tide.

Area of Balboa shops and dry dock, 58 acres.

Operation of the canal and railroad and their extensive adjuncts requires, under present conditions, a force of approximately 2,000 Americans and 8,500 alien employees.

Net tonnage, which is the total of interior spaces that can be devoted to cargo, is the basis of tolls, at the rate of $1.20 the net ton for laden ships and 75 cents for ships in ballast.

Canal net earnings 1924 were $12,000,000.

4,355 vessels passed through the canal in 1924. Of these 2,000 flew the flag of the United States.

Nineteen companies make schedule trips and carried 50,000 passengers.

Ten thousand round-the-world tourists passed through the canal.

Polish nationals comprise forty per cent. of the foreign population of Chicago.

Crime in England Shows Big Decline

Better education, an increase in sobriety and an advanced standard of living, have resulted in a tremendous decrease of crime in England in the last fifty years, according to Sir William Joynson-Hicks, home secretary. In 1875 there were ten thousand persons undergoing penal servitude. Now there are only sixteen hundred, despite the increase of population.

Earthworms Show Musical Talent

Professor Mangold, a German zoologist, says that he placed a dozen earthworms under a glass cover in carrying out certain experiments, and to his surprise rhythmical sounds of soprano pitch emanated from the container. He insists an investigation showed the music came from the earthworms.

Corn Grows Rapidly

Iowa corn grows four inches a day during the peak of the season, heads of the agricultural department of Iowa State College declare.

Employes Share in Will

The will of Jackson K. Dering, coal mine owner and operator, disposes of his $2,000,000 estate and provides bequests amounting to about $200,000 for his employes in the mines and offices, on the Dering farms and in the household.

New Record for Helium Gas

The government has announced that its big novel plant at Fort Worth, Texas, established a new record in the extraction of helium gas last month, 1,228,000 cubic feet. In two years the cost of production has been reduced from $85 to less than $25 per thousand cubic feet. The plant, and the pipe line serving it, represent an investment of $6,000,000.

Giant Spiders

In Australia spiders have been found whose bodies measure two inches in length and which have a leg spread of fully four inches. The web made by such spiders was stretched from one tree to another for a distance of from twelve to fifteen feet, and reached a height in the middle of about six feet. In New Guinea webs were found so strong that a glossy starling, a bird about the size of a linnet, was caught fast and helpless.

Number of Farms Decreased Last Year

A survey just completed by the Department of Agriculture showed that the number of farms in the United States decreased last year by 30,000 or one-half of one per cent., while cropped lands decreased 1,200,000 acres, or one-third of one per cent.

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EDUCATION IN ACTION

Absent-Minded Scientists Worry English Police

The fact that scientists are absent-minded the world over is substantiated by the police of Southampton, Eng. The British Association of Scientists, 2,000 strong, recently held their annual meeting in Southampton. In the lost property office of the police department are dozens of umbrellas, scores of walking sticks, piles of handbags and heaps of notebooks, the latter mostly filled with complex names and notes beyond the comprehension of the police. The policeman in charge of the lost property claims that "scientists are a queer lot of folk."

Passive Professors Prodded

Dr. Henry C. Taylor, chief of the United States Bureau of Economic Research, gave the college professors a raking over the coals at the Co-Operative Institute, held at the University of Pennsylvania. "The time has passed when a college professor can be useful by merely sitting in his study window and watching the wheels go round," declared Dr. Taylor. He adds that the college professor must be forward-looking. "Business cycles," "price trends," and "production and prosperity trends" should be watched and the business world told about them when seen by him, according to Dr. Taylor.

Parents Know Less Than Children

Ira A. Flinner, headmaster of the Huntington School for Boys, Boston, Mass., recently stated that the normal boy or girl of today knows more than his or her father or mother. He said that the only difference between the fifteen-year-old boy and the man of from thirty-five to forty-five is in the amount of experience each has had. He believes the boys and girls of today are as good as those of the last generation. "If anything is failing," he stated, "it is the home, not the child. Definite rules for conduct are no longer the fashion. Boys and girls must be given sympathetic family advice in order that they shall neither repress nor suppress anything."

There are 121 millionaire universities in the United States. Harvard with $53,000,000 is the wealthiest non-state university and Texas with a permanent fund of $11,000,000 is the wealthiest state university.

Yale Would Buy Historic Building

Yale authorities are negotiating for the purchase of the New Haven Colony Historical Society Building. It is believed that the property, valued at $250,000, will be used to complete the site for the new Vanderbilt quadrangle, donated by Frederick W. Vanderbilt of New York. The old building possesses great historic interest, being on the tract which John Davenport and Theophilus Baton, in 1638, purchased from the Indians.

New Chapel for University of Chicago

Dreaming and planning of the late Ernest DeWitt Burton, president of the University of Chicago, is about to become crystallized in the construction of a great and beautiful edifice on the centre of the university grounds to serve as its chapel. The structure is to have a tower as high as an eighteen-story building; its nave between piers will be wider than that of any church building in the world.. The cost is to be $1,700,000.

College Plant Is Given to Town

Marion C. Early, a St. Louis, Mo., attorney, purchased the Scarritt-Morrisville College at Morrisville, Mo., which formerly was operated by the Southwest Missouri Methodist Conference as an accredited junior college, and donated it to the people of the community with the understanding that it will be conducted as a public high school. The Scarritt-Morrisville College has been in existence since 1870. The school comprises four large buildings of brick and concrete.

The University of Chicago recently received another million dollars, this time from John D. Rockefeller, Jr., It will be used to enhance the influence of the department presided over by Dr. Shailer Mathews.

W. H. Miner's Chazy Central Rural Consolidated School, Clinton County, New York, costing $1,500,000, is said to cost a quarter of a million dollars a year to maintain. It is near Lake Champlain and near the Canadian line, but it is administered scientifically, professionally and humanely.

Bequests for Relief of Teachers

Under the will of Simon Gratz, one-third of his estate, said to be valued at $1,000,000, is left to the city of Philadelphia for the relief of school teachers and attaches of the board of education. Mr. Gratz was president of the board for many years. Another third of the estate goes to the Pennsylvania Historical Society, and $50,000 is given to Jefferson Hospital for a private room for the use of active and retired school teachers.

Seven hundred pupils of the Ferris School, Highland Park, Michigan, now use a subway under Second boulevard, one of the crowded through streets which parallels Woodward avenue. The cost was $5,000.

The National Geographic Society requests teachers who plan to use the Geographic News Bulletins during the 1925-26 school year to send their applications early in September. This is the society's contribution to education and only teachers may receive them. Applications should be accompanied by twenty-five cents to cover the cost of mailing.

The total income from the home farm projects of boys enrolled last year in departments of vocational agriculture in the high schools of Virginia netted $153,422, a sum larger than the entire Federal and state appropriation for this educational work, as shown in the report just submitted to State Superintendent Harris Hart by Dabney S. Lancaster, state supervisor of Vocational Agriculture in Virginia. Engaged in projects last year in 62 of the 100 counties of the state were 1,363 white farm boys enrolled in 71 full-time departments in as many different high schools, and 396 white boys enrolled in 34 part-time departments of vocational agriculture. Part-time work is conducted by regular teachers who go out from centrally located schools to certain near-by schools and give regular systematic instruction, and also standard supervision of the project work.

The colored boys of the state enrolled in fifteen full-time departments and in eight part-time departments of vocational agriculture. The total of 438 boys enrolled in these courses realized on their projects for the year $15,040.

New and Distinctive Books for Fall Classes

The Psychology of Skill. By Dr. W. F. Book, Professor of Psychology, Indiana University. $2.00

Learning to Typewrite. By Dr. W. F. Book. Discusses the psychology of skill and the laws that govern its acquisition in every field, and presents the results of a detailed, scientific analysis of the processes involved in the learning of typewriting. $2.80

Making the Business Speech Effective. By Harry Collins Spillman. A manual of practical suggestions for speech making, with outlines and analyses of speech materials. $3.00

Letters From Famous People. By Sharpless D. Green. Letters from famous men and women, written as messages to the commercial students in the Trenton, New Jersey, High School. A unique collection of inspirational material for reading and dictation purposes. $1.20

Basic Accounting. By George E. Bennett, C. P. A., Syracuse University. A first-year accounting text by a man of wide experience in both classroom and the field of business. $5.00

Figure Construction. By Alon Bement, Director, Art Institute, Baltimore, Maryland. A textbook designed to meet the needs of high school and college students who cannot reach life classes. $2.50

Applied Business English & Correspondence. By Hagar and SoRelle. A comprehensive course in Business English, Punctuation, and Correspondence, by two practical business men with a background based on many years of successful teaching experience. Text $1.00. Exercise book, $ .40

Outlines in Dictionary Study. By Anna L. Rice. A series of outlines for the use of teachers in grades 5 to 8. $ .60

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Problems and Questions in Commercial Law. By Arnon Wallace Welch, M.A., LL.B. A laboratory pad containing 268 practical, human-interest problems and questions covering the following subjects: Contracts, Sales, Negotiable Instruments, Agency, Partnership, Insurance, Innkeepers, Common Carriers, and Fixtures. The pad is intended to supplement the text, regardless of the kind of text used. $ .80

Some Observations on Secondary Commercial Education. By Arnon Wallace Welch. Defines the objectives and aims in commercial education. Designed to give perspective to the entire field of secondary commercial education, and to develop point of view. $1.00 net

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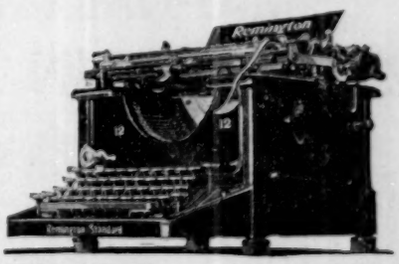

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The Mexican University, City of Mexico, was a high success. There were 400 American and 600 Mexican students. The Mexican Minister of Education and Professor B. S. Ivey of the Texas Southwestern University, Georgetown, Texas, were the principal speakers at the closing session of the summer school.

Massachusetts has a supremely wise law in that it provides that no district school superintendent can be dismissed at any time without the consent of the State Commissioner of Education. This provision of the law is rarely enforced, but recently Dr. Payson Smith, State Commissioner of Education, has declined to approve the dismissal of George P. Whitney, superintendent of schools in Charlemont, Heath and Hawley. The school committee of that school district some weeks ago sought to dismiss Whitney after a controversy over school affairs.

Of the 5,500 students of the summer session of the University of Chicago, 4,913 are church members. More than forty denominations were represented.

The recent action of the state legislature, Lansing, Michigan, providing $500,000 for a new normal school in the northern part of the lower peninsula, has resulted in a vigorous campaign on the part of a dozen eligible cities.

Of the 516 American colleges and universities listed in the World Almanac for the current year 173 have extension courses. The only state universities without this democratic service are Montana, Louisiana, South Carolina, Mississippi, Missouri, Maine, Rhode Island, Maryland and Nevada.

Chicago saves approximately the same number of lives from tuberculosis each year as it destroys by motor cars and trucks.

The percentages Cook County taxes are appropriated as follows: Board of education, 35.4; City of Chicago, 33.4; parks, 9.9; Cook county, 8.3; State government, 7.6; sanitary district, 5.4.

The Hawaiian school commissioners have approved a proposal to teach the Chinese and Japanese languages in all the high schools of the territory.

Oats dipped in poison will be used by farmers in Pennington county, South Dakota, to exterminate prairie dogs on 11,000 acres of ground.

Kicking is bad business. Kicking cows wasted 39,090,750 gallons of milk in the United States last year according to the "experts" of the United States Department of Agriculture.

The earth's age is 1,100,000,000 years if radioactivity is scientifically interpreted.

Miss Anne Nichols, author of the play "Abie's Irish Rose," now in its fourth year on Broadway, has made $2,000,000 from this single, record-breaking play.

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GRINS BETWEEN GRINDS

Her Learning Lost Out

Daughter had just returned from finishing school. "That air—" her father began as they sat down in the dining room.

"Father, dear," the girl interrupted, "you should say 'that something,' or, preferably, just 'that.' It's vulgar to say 'that air.'"

"Well, this ear—" the father began again.

"No," said the daughter; "you must avoid such expressions as 'this 'ere.'"

"Look here, my girl," said the father, "I'm going to say exactly what I mean. That air is bad for this ear of mine, and I'm going to shut the window."—Exchange.

While You Froth at the Mouth

"Talk about torture—"

"Yes?"

"Nothing is worse than sitting in a barber's chair with your mouth full of lather, watching the boy trying to give another customer your new Panama hat."—Dartmouth Jack o' Lantern.

Outraged Virtue

"You simply cannot find a maid who is honest. That one you recommended just left suddenly and took with her nine of my towels."

"What kind were they?"

"They were those Pullman car towels which I brought back from my trip."—Wall Street Journal.

These Long, Long Nights

Mrs. Eskimo—"Well, where have you been for the past six months?"

Mr. Eskimo—"My dear, I've just been sitting up all night with a sick friend."—Hamilton Royal Gaboon.

Well Sharpened

Uncle John—"Well, Jimmy, you're a pretty sharp lad, my boy."

Jimmy—"I sure ought to be. Dad uses his razor strop on me two or three times a week." — Capper's Weekly.

She Looked Volumes

Miss Wither—"Yes, father has always given me a book for my birthday."

Friend—"My, what a wonderful library you must have."— Chicago Phoenix.

The Wrong Fruit

His wife had gone to visit her mother, and had telephoned that she would not be returning until the morning.

When she got back she said to her husband: "You managed to find something to eat last night, didn't you, dear?"

"Oh, yes," he replied, cheerily. "I had the steak that was in the pantry and fried it with some onions I found in the cellar."

"Onions!" she gasped. "Darling, you've eaten my bulbs!"—Tit-Bits (London).

Couldn't Stand the Discipline

Beech—Why did you break your engagement with that school teacher?

Ash—If I failed to meet her every night she expected me to bring a written excuse signed by my mother.—Exchange.

Philosophers

"Philosophy, especially the philosophy of Plato," said De Benneville Bill at a dinner at the Everglades Club in Palm Beach—"well, the philosophy of Plato with its puzzling dialogues always makes me think of Bill and Jake.

"'Can I know what I don't know?' said Bill.

"'No,' said Jake.

"'Well, there's a certain thing I don't know and I know it. Then don't I know what I don't know?'

"'I don't know.'"

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MEETINGS TO BE HELD

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: West Virginia State Education Association, Huntington, West Virginia, W. W. Trent, Secretary, Elkins, West Virginia.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

29-31: Pennsylvania State Education Association, Scranton. Jessie Gray, Philadelphia, Pa.

29-31: Modern Language Association of America, Chicago, Illinois. B. J. Vos, Bloomington, Ind.

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